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ABSTRACT

Previous studies on characteristics of social studies students have been mostly limited to heavily populated areas. This study attempts to identify the characteristics of public school Social Studies teachers (grades 7-12) in a rural, upstate New York county. Anne Ochoa's 1981 study, "A Profile of Social Studies Teachers," was used as a model for the survey conducted with this sample. Forty-eight teachers in 12 school districts in Oksego County received the survey with 35 teachers responding. Results obtained from this study were similar to the Ochoa findings. Social studies teachers were a mirror of the community, if not the nation, at large. Although a smaller number of teachers were polled than in the Ochoa study, results of this study were comparable to the larger study. (EH)

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ED 409 240

CHARACTERISTICS OF SECONDARY SOCIAL STUDIES TEACHERS: AN UPDATE OF OCHOA'S 1981 REPORT

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a research report for the State University of New York College at Oneonta, Department of Education, Social Science Education Program

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Dennis Banks

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It is often stated that the goal of the Social Studies curriculum is to prepare students so they can effectively participate in a democratic society. The social studies teacher is the person who interprets and implements that curriculum for the students in his or her classroom. How a teacher presents the material is undoubtedly influenced by their education, training and commitment as well as their individual beliefs, attitudes and biases. As a result, many would like to know just who these people who are teaching our kids are, and what baggage are they bringing into the classroom. There have been attempts to answer these and other questions about the personal attributes of Social Studies Teachers (hereafter teachers). Many researchers have conducted studies on Teacher Characteristics, however most are limited to heavily populated areas, be they urban or suburban. I found none that surveyed a rural area like that in Otsego County, New York. Therefore, the purpose of this study was to identify the characteristics of public school Social Studies teachers (grades 7-12) in a rural, Upstate New York county. Do these teachers differ significantly from urban teachers? From people in the general population? The answers to these questions could provide reinforcement or contradictions to existing research on Social Studies Teachers Characteristics and the effect, if any, they have on education.

To this end we must first review previous attempts to characterize teachers. Perhaps the most recognizable study on teacher characteristics is Anne Ochoa's A Profile of Social Studies Teachers. As editor, she asked several key questions and prepared a survey to answer them. These questions were:

> What are the demographic characteristics of teachers?
> What are their interests and hobbies?
> Are they politically active?
> What attitudes do they hold about current public educational issues?
> What are their attitudes towards teaching, students, parents, and professional organizations?

The survey contained 59 questions and was mailed to 1200 teachers in six states (Kansas, Mississippi, New Mexico, Washington, Wisconsin and Vermont.) It was broken into four major parts, each reviewed by a separate author... "Demographic Information and Interests" by Fred Risinger, "Political Participation" by Rochelle Ganz, "Controversial Issues" by Mary Soley and "The Profession on the Profession" by Lynn Nelson, each of whom is either on staff or a doctoral student at Indiana University.

Since this study is generally considered to be the most comprehensive in-depth research yet conducted, it was used as a model for the survey conducted with our sample. It was also the benchmark for comparison of statistics and as such we will discuss this study further with the results of our research.

In response to the Ochoa study, Francis and Carolyn McMann researched teachers using other techniques, claiming that the Ochoa study fails to answer its own questions in "any systematic or satisfactory manner" (36). They propose an alternative method for the future study of Social Studies teachers. The McMann's are practicing teachers at George Washington High School in Cedar Rapids, Iowa. They cite recent research at the University of Iowa that they claim provides a "better approach to the study of teacher characteristics because of the ease with which it could be adapted and used by most teacher-preparing institutions as well as many school districts, and because the approach yields more satisfactory and usable answers to the questions posed by the Indiana study." (p36)

The McManns' feel that demographic information is irrelevant, that only those characteristics directly related to inside the classroom are significant. They feel that various studies have shown little or no correlation between variable teacher characteristics and teacher effectiveness. Using a method called the UIRST scale, the McManns feel that quick action can be taken to remediate any problems teachers may develop, something that cannot be done "changing the surface variables of teachers... (This results) in specific recommendations for teacher education and/or improvement of instruction." (p40)

Rod Farmer's work is titled "The Social Studies Teacher in the 80's: Report from a National Survey." He reviews the results of a national survey conducted in eight states in 1982-83 (Alabama, Arkansas, Delaware, Iowa, Maine, Montana, Oregon, and South Carolina). The results grouped according to demographics, professional concerns, and curriculum interests.

He reports that teachers were generally white males with a mean age of 40. 34% had some form of military service, and were well educated. Although the majority were male, other demographics did not change for females. Their professional concerns were typical, low salaries, lack of appreciation and lack of administrative support. These also did not vary with gender or with educational background. 80% would prefer to teach at the high school level (65% were doing so,) and they did not wish to be required to write instructional objectives; and only 17% actually shared these written objectives with their students. The majority of teachers preferred American history to other curriculums, followed by civics/government and then world history with economics, anthropology and psychology having low levels of interest. (p170)

Two studies examined the effect of teachers' physical appearance on students and their perceptions of teachers. Bruce Hunsberger and Brenda Cavanaugh (1988) as well as

Barbara Goebel and Valjean Cashen (1978) found that a positive perception of a teacher's attractiveness increased the student's assessment of that teacher. These studies found no differences for gender or age, nor did the assessment vary after time. More attractive teachers were considered nicer, less punitive, and easier to get along with, than those considered less attractive. The speculative implications, according to Hunsberger and Cavanaugh, are that students may feel more comfortable and work harder for teachers they perceive to be attractive. (p74) They caution that research has yet to investigate this directly.

Another study on the differing(?) values of black and white teachers was examined by Sikula and Lemiech. 73 teachers (32 black, 41 white) were questioned on two sets of values with 18 individual values statements in each set. Significant differences were found in 7 of the 18 terminal values identified. Blacks, according to Sikula and Lemiech, were more concerned with a comfortable life and family security than whites. Blacks were less concerned with a sense of accomplishment, a world at peace, pleasure and salvation. (p624)

Finally, James Leming reviewed similar studies for his article on Teacher Characteristics and Social Studies Education. He reviewed eight studies (five National)

including some of those discussed here. He broke the information into two areas: demographic and cognitive style and moral development. Leming found the demographic results were consistent with the general population. Most teachers were white, middle class and lived relatively close (150 miles) to their family homes. They are stable members of their community; these factors all tend to reinforce the local community values with the students, which is often the stated goal of social studies curriculums. In the second area, cognitive style and moral development, Leming feels that not enough work has been done to justify conclusions, although limited research shows a tendency for the more abstract teachers to be more sensitive and less rigid in the classroom with greater respect for student opinion.

Methodology:

Since the Ochoa study is regarded as the standard, her survey was only slightly amended for use in our research. It was obtained from the October 1981 edition of Social Education. Questions 14-28 of Ochoa's original survey were omitted and questions 2G, 2H and 11B were added in our instrument, as well as ample room for individual comments. The rest of the questions were identical. The survey was mailed in March of 1994, with a cover letter, to all Public School Social Studies Teachers, grades 7-12 in Otsego County, NY. The county has a general population of 60,517

inhabiting 1,003 square miles (1994 World Almanac, p415.) A sample population of 48 teachers (34 male 14 female) is distributed among twelve school districts. Thirty-Five teachers responded (73%), of those 24 (69%) were male and 11 (31%) were female. The results were tabulated for overall response and also by gender. These were then compared primarily with the results of the Ochoa study, but others were incorporated when applicable. All percentages have been rounded to the nearest whole number. As in Ochoa's study the key questions were:

What are the demographic characteristics of teachers?
What are their interests and hobbies?
Are they politically active?
What attitudes do they hold about current public educational issues?
What are their attitudes towards teaching, students, parents, and professional organizations?

Results:

Fred Risinger, author of the personal profiles section of the Ochoa study, concluded that the vast majority of social studies teachers come from families of Northern and West European heritage that have lived in the US for at least two generations, 89% were white and 10% were black. Teachers' average age is the mid thirties, and 70% are male. Most have families and consider themselves religious, primarily protestant distantly followed by catholics with a scattering of others. Their reading and TV habits would be considered recreational, although they tend to lean toward

historical topics, political commentary and current events. For recreation, teachers visit friends, attend sporting and social events, and garden, but only 34% get vigorous exercise.

Our respondents were very similar. 69% are at least 2nd generation Americans, the 28% that were not are of European descent, with 3% unknown. They are slightly older, with 34% in their 40's, yet this number is closer to that reported in the Farmer study. Also, 54% were Protestant and 29% Catholic, also 69% consider themselves moderately religious, 29% not very religious. 71% live within 150 miles of their childhood home and 54% within 75 miles. In the general population 70% live within 150 miles of home. 51% are married and 83% are parents. Although most live relatively close to home, 94% have travelled outside the United States with 77% having been to Canada, 37% to Western Europe, and 31% to Latin America. Oddly, only 11% have served in the military, compared to 34% in the Farmer survey. Reading levels are higher than the general population but similar to their peers, with TV viewing similar to both. As with their peers they tend to lean towards historical topics, political commentary and current events in both reading and viewing habits. Our rural respondents had a slightly higher level of exercise, which

could be due to a change in attitudes and lifestyles since 1981, and/or the rural environment in which they live.

Rochelle Ganz profiles Social Studies Teachers as political participants. She characterizes them as very active compared to the general population, with 97.5% registered to vote (40% Democrats, 22% Republican and 35% Independent.) The high percentage of Independents is considered by Ganz to be a signal of the commitment to the "professed allegiance to the consideration of alternatives...or it could be more common factors, dissatisfaction, avoidance of partisan politics etc..." (408) 98% report that they vote regularly, compared to 67% of the general population and 56% make political contributions (10% for gen. pop.) Teachers also contribute time, display campaign paraphernalia, and write letters to elected officials and media at much higher rates than the general public. They also attend public hearings, participate in political groups and encourage their students and others to do the same.

Again, our participants were equally active politically. Every teacher completing the survey had voted in the 1992 Presidential election, and all who were old enough had done so in 1980. Nationwide the average for teachers was 98% and 67% for the general population, however for Otsego County residents it was 92%. It is also

interesting to note that registered voters of Otsego County are 49% Republican, 31% Democrat and 17% unaffiliated, those teachers surveyed were 43% Republican, 49% Democrat and 6% unaffiliated. This compared to the national peer group statistics mentioned previously of 22%, 40% and 35%. These differences carried into the Presidential election results, with 60% of teachers voting for Clinton, 26% for Bush and 11% for Perot. County wide results showed 39% Clinton, 38% Bush and 22% Perot.

Ganz finds reason to believe the statistics inflated somewhat due to the positive association, both personally and professionally, with these activities, but she does not doubt that the statistics are moderately higher than those of the general population. Perhaps our participants were more truthful, as they conveyed a lower rate of monetary and physical contributions to the political process than did those in the Ochoa study. She concludes that gender is not a factor in political participation of teachers, but teaching experience was, beginning teachers understandably had less time to devote to politics, also those with 6-10 years of teaching showed a noticeable decline in involvement. Ganz attributes this to burnout, and comments that this is typically the time when teachers are most likely to change professions. Gender was a factor in local

party affiliation. 64% of female teachers were Democrat while 63% of the male teachers were Republican.

Mary Soley reviewed survey results that dealt with "Controversial Issues as viewed by Social Studies Teachers." Survey questions explored areas such as abortion, equal rights, Federal expenditures, intergovernmental powers, civil rights, the draft, busing, and sex education, among others. She found that their opinions varied from topic to topic and generally were consistent, in terms of percentages, with those of the general public. They could not be classified as "liberal" or "conservative" and they were not influenced by age, gender, religion or years of experience. (p417) The only significant variations came on issues that have a direct impact on the teaching profession. For example, requirements that teachers demonstrate competency periodically is strongly favored by the general public while teachers are split on the issue. In Otsego County however, 66% of the teachers favored competency testing for teachers with another 14% undecided, a marked variation from Ochoa's participants. 71% felt students should also pass statewide competency tests in order to graduate. 94% favored a curriculum with a focus on traditional American values.

Otsego County Teachers generally have a positive view of their profession, topics such as job satisfaction,

professional commitment and long term career plans were surveyed. 69% state they are proud to be Social Studies Teachers and 66% said they enjoy it. Only 9% view it as likely they would leave teaching if they had the opportunity. Uninterested students, salary concerns, lack of administrative support and low status for the profession are, in that order, the biggest gripes of local teachers

Lynn Nelson authored the section on teachers' views in the Ochoa report. Teachers responded overwhelmingly that they enjoyed their work and were proud of their occupation, this is a much higher rate then that of the general public. (p418) This is consistent with local respondents who consider themselves to be active and well informed in both their profession and as citizens. Contradicting this, in her study, however is the response of many teachers who are considering leaving teaching because of low pay, administrative problems, unmotivated students, problems with parents and the perception of low status for teachers. Nationally, men were more likely than women (37% to 24%) to consider leaving teaching and Nelson feels this is due to more job opportunities in administration and business for men. Locally only 9% would consider leaving, and all were male.

SYNTHESIS

The research, although limited, seems conclusive. Social Studies teachers are a mirror of the community, if not the Nation, at large. This was the conclusion of both the Ochoa and Leming reports and it holds true in this rural area as well. That is not to say there aren't exceptions. Most notable are the differences in voter registration and job satisfaction. Teachers in this rural county register as Democrats at a significantly higher rate than the general population and also more than their peers in the Ochoa study. Determining why, with the data we collected, would be pure speculation.

The differences in job satisfaction may be more apparent. In the 13 years since the Ochoa survey, teacher salaries have risen dramatically and teacher status has also increased somewhat. This may account for much of the differences between the two results, another reason could be the lifestyle and expectations of people who choose a rural area over an urban one.

Criticism of Ochoa's report often centers on the instrument itself having too narrow of a focus. The McManns' also express valid concerns when they criticize Ochoa's report for being too abstract. In a futile attempt to mitigate this, we added ample area for comments, but very few were written and none were duplicated.

Research should somehow serve a useful purpose, in this case to enhance the teaching of the social studies. There are advantages to knowing the characteristics of our teachers. The fact that they essentially mirror the community is of great comfort to many, but the source of great frustration to others. Still others would find it disturbing that such information is being gathered at all. We would hope that our teachers showed genuine interest both in the students and the subject material, and these results show that they do. The overwhelming majority spend a significant portion of their leisure time in related activities, and some in direct historical pursuits, such as researching and documenting local history. 74% feel that the greatest satisfaction of their professional lives is the students who benefit from Social Studies, and 63% from the feeling they are teaching something important. These are the most telling statistics from this research. Our teachers cannot be effective if the love of their work and their students is not present.

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Table 1. Breakdown of Registered Voters by party affiliation

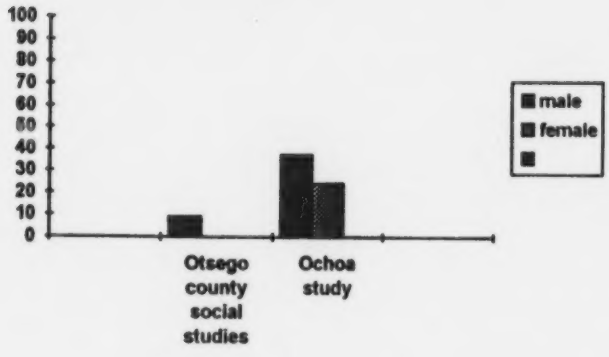

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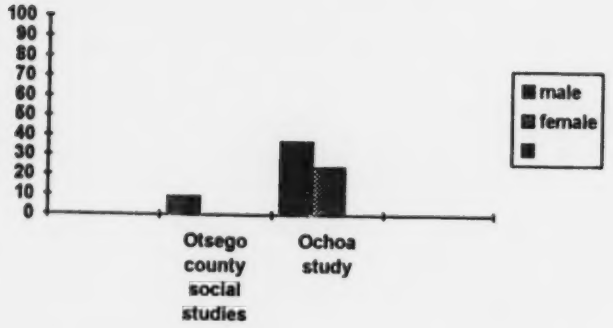
Table 2. Percentage of teachers who would leave teaching if they had the opportunity



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WHO WE ARE:
A SURVEY TO EXPLORE WHO SOCIAL STUDIES TEACHERS ARE, WHAT THEY DO, AND WHAT THEY THINK

A Survey of SS Teachers, grades 7-12 in the Public Schools of Otsego County, NY

Conducted by: David Bliss
Spring 1994

	Total Response :	**35 of 48**	**= 73%**
	Male Response :	**24 of 34**	**= 71%**
	Female Response :	**11 of 14**	**= 79%**

1. Family and Ethnic Backgrounds (Check the appropriate blanks)

We are attempting to find out information about the ethnic and family background of social studies teachers. You can help by answering the following questions. Look at the categories below.

(A) If you are an immigrant to the U.S. from one of these world areas, place an "A" in the appropriate blank. **(0)**

(B) If one or more of your parents was an immigrant to the U.S. from one of these world areas, place a "B" in the appropriate blank or blanks. **3% (1)**

(C) If one or more of your grandparents was an immigrant to the U.S. from one of these world areas, place a "C" in the appropriate blank or blanks. **26% (9)**

(D) If none of the above categories are applicable, do not mark blanks. **71% (25)**

		Response Tally All (Male, Female)
____	a. African	0
____	b. East Asian (China, Japan, etc.)	0
____	c. South Asian (India, Pakistan, etc.)	0
____	d. Middle Eastern (Iran, Lebanon, Egypt, etc.)	0
14%	e. South European (Spain, Italy, Greece, etc.)	5
3%	f. East European (Russia, Poland, Hungary, Rumania, etc.)	1
11%	g. West and North European (Great Britain, Germany, France, Scandinavia, etc.)	4
____	h. Latin America	0

2. Personal Information (Check the appropriate blank)

a. Sex: **69%** Male **31%** Female — 35 (24,11)

b. Age

23%	21-30	23%	51-60	8 (5,3)	8 (7,1)	
17%	31-40	3%	over 60	6 (3,3)	1 (1,0)	
34%	41-50			12 (8,4)		

c. Marital Status: **23%** Single **69%** Married — 8 (4,4) — 24 (17,7) — 3 blank

d. Parent or Non-Parent

83%	I am a parent	17%	I am not a parent	29 (22,7)	6 (2,4)

e. Religious Preference

29%	Roman Catholic	____	Hindu	10 (5,5)	0
54%	Protestant	____	Buddhist	19 (14,5)	0
____	Jewish	6%	Other	0	2 (2,0)
3%	Orthodox	(_____)		1 (1,0)	0
____	Moslem	9%	None	0	3 (2,1)

f. I consider myself

3%	very religious	29%	not very religious	1 (1,0)	10 (8,2)
69%	moderately religious	____	not at all religious	24 (17,7)	0

g. Served in U.S. Military

11%	Served	89%	did not serve	4 (4,0)	31 (20,11)

h. How far is your present home from your childhood home

54%	0-75 miles	20%	150-300 miles	19 (14,5)	7 (7,0)
17%	75-150 miles	9%	300+ miles	6 (1,5)	3 (2,1)

3. Formal Education (Check the appropriate blank)

a. Amount of Schooling

____	less than a baccalaureate degree	0	
37%	B.S. or B.A. degree	13 (8,5)	
63%	M.S. or M.A. degree	22 (16,6)	
____	Ed.D. or Ph.D. degree	0	

b. Recent Training. During the past 2 years, I have enrolled in a credit (college or local in-service) program

26%	more than 3 times	9	(4,5)
43%	1-3 times	15	(13,2)
29%	not at all	10	(7,3)
3%	not applicable; I am a recent graduate	1	(0,1)

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4. Reading and viewing Patterns

a. Listed below are several types of of reading material. Check the appropriate blank. I read:

	Frequently	Occasionally	Seldom/Never					
Books	69%	23%	8.5%	24	(14,10)	8	(7,1)	3 (3,0)
Newspapers	97%	3%	_____	34	(23,11)	1	(1,0)	0
Magazines	80%	20%	_____	28	(18,10)	7	(6,1)	0

b. Please check the appropriate blank for any of the following types of magazines that you subscribe to and/or regularly read.

91%	News magazines (Time, Newsweek, U.S. News and World Report, etc.)	32	(22,10)
43%	Professional Journals (Social Education, Phi Delta Kappan, etc.)	15	(11,4)
37%	Sports & leisure (Sports Illustrated, Outdoors, TV Guide, etc.)	13	(10,3)
17%	Journals of Opinion and Analysis (National Review, New Republic, etc.)	6	(3,3)
29%	Home and Garden (Better Homes and Gardens, Organic Gardening, etc.)	10	(5,5)
11%	Popular Social Review (Cosmopolitan, Ms., Playboy, People, Esquire, Psychology Today, etc.)	4	(1,3)
37%	Financial and Business (Money, Business Week, etc.)	13	(9,4)
34%	Other (Please list) _____	12	(7,5)

c. When I read books, I usually read the following types: (Check all that apply)

Non-Fiction

73%	History and political commentary	33	(23,10)
9%	Self-improvement and personality-oriented	3	(1,2)
57%	Biographical and autobiographical	20	(10,10)
31%	Sports, leisure, and hobby	11	(9,2)
6%	Religious	2	(1,1)

Fiction

54%	Historical novels	6%	Romance	19	(10,9)	2	(0,2)
26%	Mysteries	31%	Other general	9	(4,5)	11	(6,5)
11%	Science Fiction		fiction	4	(3,1)		

d. On the average, I watch television about _____ hours per week: (include weekend viewing)

6%	0-2	26%	11-14	2	(0,2)	9	(9,0)
17%	3-5	20%	15-20	6	(3,3)	7	(5,2)
29%	6-10	6%	21 or more	10	(7,3)	2	(2,0)

e. When I watch TV, I watch: (Check all that apply)

100%	News and commentary	57%	Sports	35	(24,11)	20	(20,0)
71%	Situation comedies	_____	Religious broadcasts	25	(17,8)	0	
25%	Dramas	51%	Movies	9	(4,5)	18	(12,6)

5. Recreation and Hobbies (Check the appropriate blank.) Which of the following leisure-time activities are important to you?

31%	Camping	9%	Photography	11	(5,6)	3	(2,1)
26%	Fishing/Hunting	23%	Collecting (stamps,	9	(8,1)	8	(6,2)
40%	Team sports		coins, beer cans, etc.,)	14	(11,3)		
	(volleyball, softball,etc.)	23%	Attending sports events			15	(12,3)
40%	Golf	31%	Attending movies	14	(12,2)	11	(7,4)
26%	Swimming	26%	Attending plays or	9	(6,3)	9	(6,3)
26%	Running/jogging		concerts	9	(6,3)		
9%	Tennis	63%	Visiting or entertaining friends	3	(1,2)	22	(15,7)
17%	Gardening	23%	Other (please specify)	6	(4,2)	8	(6,2)

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6. **Travel** (Check the appropriate blanks)

a. I have traveled outside the United States

6%	never	29%	3-5 times	2	(1,1)	10 (7,3)
43%	1-2 times	23%	more than 5 times	15	(11,4)	8 (5,3)

b. If you have traveled outside the United States, check those regions of the world you have visited.

____	East Asia (China, Japan, etc.)	0	
____	Southeast Asia (Vietnam, Laos, Cambodia)	0	
77%	Canada	27	(19,8)
31%	Latin America	11	(8,3)
____	Africa (sub-Sahara)	0	
____	Australia/New Zealand	0	
37%	Western Europe	13	(6,7)
3%	Eastern Europe/U.S.S.R.	1	(0,1)
3%	South Asia (Burma, India, Pakistan)	1	(1,0)
____	Northern Africa/Southwest Asia	0	

^^

Political Preference and Participation (Please check the appropriate blank)

7. Are you registered to vote?

100%	Yes____ No	35	(24,11)	0

8. Did you vote in the last election?

100%	Yes____ No	35	(24,11)	0

9. Do you consider yourself a

49%	Democrat	____	Communist	17	(10,7)	0	
43%	Republican	____	Libertarian	15	(12,3)	0	
____	Socialist	3%	Other	0		1	(1,0)
6%	Independent	(_____)		2	(1,1)		

^^

10. How often do you engage in the following political activities? Frequently (F), Occasionally (O), Seldom/Never (S/N).

F	O	S/N							
100%	____	____	Voting	35	(24,11)	0		0	
3%	34%	54%	Contributing money to a candidate party of your choice	1	(0,1)	12	(7,5)	19	(4,5)
3%	11%	71%	Contributing time to a candidate/party of your choice	1	(0,1)	4	(3,1)	25	(18,7)
3%	29%	66%	Wearing political buttons, displaying bumper stickers, allowing a sign to be placed in front of your home	1	(1,0)	10	(5,5)	23	(16,7)
63%	29%	3%	Trying to convince others to participate in the political process	22	(17,5)	10	(5,5)	1	(0,1)
17%	40%	43%	Writing or calling local, state or national public officials	6	(5,1)	14	(8,6)	15	(11,4)
3%	31%	60%	Writing letters to the editor	1	(0,1)	11	(6,5)	21	(16,5)
____	26%	63%	Contributing time and/or money to an interest group	0		9	(6,3)	22	(16,6)
91%	6%	____	Making efforts to be well-informed on the issues	32	(21,11)	2	(2,0)	0	
14%	54%	34%	Attending public hearings and debates on issues	5	(1,4)	19	(13,6)	12	(9,3)
6%	46%	40%	Joining a group to try to solve a community problem	2	(1,1)	16	(11,5)	14	(10,4)
9%	____	3%	Other (please specify)	3	(2,1)	0		1	(0,1)
					(Holding Office)				

11. For whom did you vote in the following presidential elections?

a. 1980

31%	Carter	____	Clark	11	(7,4)	0	
37%	Reagan	____	Commoner	13	(10,3)	0	
9%	Anderson	23%	Other (not of voting age____)	3	(2,1)	8	(5,3)

b. 1992

26%	Bush	11%	Perot	9	(7,2)	4	(4,0)
60%	Clinton	3%	Other (_____)	21	(12,9)	1	(1,0)

12. Do you believe that it is important for you to vote?

100% Yes	____ No	35	(24,11)		0					

13. Do you think that 18-year-olds are generally mature/informed enough to vote?

66% Yes	34% No	23	(18,5)		12	(6,6)				

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Controversial Issues - Please respond Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree to the following statements on some of the prevalent social issues.

14. Traditional American values such as individual rights and responsibilities, equality, and the democratic process should be the primary focus of the social studies curriculum.		14	19		1		1		0	
40% SA 54% A 3% U 3% D ___ SD		(8,6)	(15,4)		(1,0)		(0,1)			
15. U.S. national interests such as military preparedness and economic needs should be emphasized in the social studies curriculum.		6	19		6		3		0	
17% SA 54% A 17% U 9% D ___ SD		(3,3)	(16,3)		(3,3)		(1,2)			
16. Balanced and thoughtful discussion of controversial issues should be part of social studies curriculum.		22	10		2		0		0	
63% SA 29% A 6% U ___ D ___ SD		(13,9)	(9,1)		(1,1)					
17. Increased public (parents, interest groups) involvement in textbook selection should be encouraged.		1	2		10		16		6	
3% SA 6% A 29% U 46% D 17% SD		(0,1)	(0,2)		(6,4)		(14,2)		(4,2)	
18. Passing state-wide competency examinations in social studies should be required for high school graduation.		9	16		5		5		0	
26% SA 46% A 14% U 14% D ___ SD		(7,2)	(10,6)		(3,2)		(4,1)			
19. Teachers should be required to demonstrate their competency through examinations and/or continued in-service training.		4	19		5		3		4	
11% SA 54% A 14% U 9% D 11% SD		(1,3)	(14,5)		(4,1)		(3,0)		(2,2)	

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The Profession on the Profession (Check the appropriate blank)

20. Number of years taught:

6% first year	6% 11-14 years	2	(1,1)		2	(1,1)				
14% 2-5 years	51% more than 14 years	5	(3,2)		18	(15,3)				
23% 6-10 years		8	(4,4)							

21. Which location best describes where you teach?

____ urban inner-city	3% suburban	0			1	(1,0)				
____ urban outer-city	97% rural	0			34	(23,11)				

22. Which category best describes your teaching/supervisory responsibilities?

14% grades 6-8	40% grades 6-12	5	(3,2)		14	(10,4)				
46% grades 9-12		16	(11,5)							

23. Do you belong to any of the following professional organizations?

29% National Council for the Social Studies		10	(5,5)							
43% State Council for the Social Studies		15	(10,5)							
23% Local Council for the Social Studies		8	(5,3)							
____ American Historical Association		0								
____ American Political Science Association		0								
____ National Council on Geographic Education		0								
29% Other _____		5	(3,2)							

24. I belong to a social studies professional organization because of (check all that apply):

34% publications	23% meeting other people	12	(8,4)		8	(6,2)				
14% meetings	46% a way of improving my teaching	5	(3,2)		16	(10,6)				
____ other (Please specify) _____		0								
26% I do not belong to any organization		9	(6,3)							

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Please respond Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree to the following statements.

25. I believe it is worthwhile to belong to a professional social studies organization.	5	14	11	3	1
29% SA 40% A 31% U 9% D 3% SD	(3,2)	(10,4)	(8,3)	(2,1)	(0,1)
26. I am proud to be a social studies teacher.	24	11	0	0	0
69% SA 31% A ___ U ___ D ___ SD	(16,8)	(8,3)			
27. I enjoy teaching social studies.	23	12	0	0	0
66% SA 34% A ___ U ___ D ___ SD	(14,9)	(10,2)			
28. It is unlikely that I will spend the rest of my career teaching social studies.	3	1	7	7	16
9% SA 3% A 20% U 20% D 46% SD	(1,2)	(1,0)	(5,2)	(2,5)	(14,2)
29. If I had an opportunity to leave teaching, I would take it.	1	2	15	9	8
3% SA 6% A 43% U 26% D 23% SD	(1,0)	(2,0)	(12,3)	(4,5)	(5,3)

30. If you left teaching, what would be the most important reason?

29%	the salary	10	(8,2)
17%	lack of administrative support	6	(3,3)
3%	lack of support/interest from teaching colleagues	1	(1,0)
14%	low status of the profession	5	(5,0)
6%	overcrowded classrooms	2	(1,1)
6%	difficulty with discipline	2	(1,1)
34%	uninterested students	12	(9,3)
23%	other _____	8	(4,4)

31. Basically, I feel good about my students.	5	28	1	0	0
14% SA 80% A 3% U ___ D ___ SD	(3,2)	(19,9)	(1,0)		
32. Emphasis on the basics has reduced school support for the social studies.	1	8	8	16	0
3% SA 23% A 23% U 46% D ___ SD	(0,1)	(5,3)	(4,4)	(13,3)	
33. I believe parents generally regard social studies as being very important.	0	9	10	12	3
___ SA 26% A 29% U 34% D 9% SD		(8,1)	(7,3)	(8,4)	(0,3)

34. How frequent is your contact with parents of your students?

29%	1-2 times per year	17%	5-6 times per year	10	(8,2)	6 (4,2)	
23%	3-4 times per year	29%	7 or more times per year	8	(4,4)	10 (7,3)	
___	3-4 times per year			0			

35. I believe that the contact I have with parents is valuable.	11	19	4	1	0
31% SA 54% A 11% U 3% D ___ SD	(8,3)	(13,6)	(2,2)	(1,0)	
36. I am optimistic about the future of social studies.	3	20	11	1	1
9% SA 57% A 31% U 3% D 3% SD	(3,0)	(14,6)	(8,3)	(0,1)	(0,1)

37. Do you belong to a local unit of either the National Education Association or the Federation of Teachers?

66% Yes 6% No — 23 (13,10) | 2 (1,1) | 10 blank

38. I believe it is important to belong to one of these organizations.	11	17	4	1	1
31% SA 49% A 11% U 3% D 3% SD	(6,5)	(13,4)	(3,1)	(1,0)	(0,1)

39. How active are you in either of these organizations?

11%	very active	26%	a little active	4	(4,0)	9 (7,2)	
23%	somewhat active	11%	not active at all	8	(3,5)	4 (2,2)	
26%	average			9	(7,2)		

40. I believe that teachers' strikes are legitimate tools for improving the profession.	6	4	9	9	7
17% SA 11% A 26% U 26% D 20% SD	(4,2)	(4,0)	(6,3)	(8,1)	(4,3)
41. How much time per week do you spend at other employment?	22	7	1	2	1
63% 0 20% 5 3% 10 6% 15 3% 20+	(14,8)	(4,3)	(1,0)	(2,0)	(1,0)

42. Do you typically have a summer job?

49% Yes 49% No — 17 (15,2) | 17 (8,9) | 1 blank

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43. Check those items that you believe represent major difficulties facing you as a social studies teacher. (Check no more than three)

26%	poor, outdated materials	9 (7,2)
23%	poor library	8 (6,2)
20%	little support for field trips, audio-visuals, supplementary materials	7 (3,4)
3%	your own need for academic background	1 (0,1)
37%	little support from parents	13 (10,3)
74%	uninterested students	26 (19,7)
20%	problems with administration	7 (4,3)
6%	lack of positive relationship with colleagues	2 (2,0)
14%	other (please specify) _____	5 (2,3)

OTHER
- **Statewide mandates**
- **mediocre & simplistic state curriculum**

44. Which of the following represents the greatest satisfaction you receive from teaching social studies?

74%	students who benefit from social studies	26 (18,8)
3%	recognition you receive from your principal	1 (1,0)
34%	parents who are appreciative of what you do for their children	12 (12,0)
63%	the feeling that you are teaching something important	22 (17,5)
3%	other (please specify) _____	1 (0,1)

OTHER
- **students learning that getting involved in their government is important**

COMMENTS

Social Studies is a basic.

Schools are "dumbing down." Too much emphasis on self-esteem instead of learning.

The importance of Social Studies is to learn from history in order to duplicate successes and avoid repeating mistakes.

European history has been watered down.